

School plan 2018-2020

Coal Point Public School 4022



School background 2018–2020

School vision statement

Coal Point Public School teachers work collaboratively to enhance excellence in teaching, striving to enrich the lives of students and to inspire and nurture their development as learners, individuals and citizens. Through community engagement, we work together to build partnerships to achieve educational goals. We provide our students with a quality learning environment to connect, succeed and thrive.

School context

Coal Point Public School (CPPS) has a total enrolment of approximately 260 pupils across the Years K to 6, with 3% identifying as Aboriginal and 7% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support. Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricula opportunities we provide. Our school band, choir, drama and gymnastics programs provide outstanding teaching, while supporting fun and a love of learning. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

School planning process

Throughout 2018, Coal Point Public School consulted with our entire school community and utilised a variety of measures to complete the writing of our updated 2018–2020 School Plan for the 2019 year. All staff have participated in the writing of our plan through collegial discussion, workshops, stage team meetings and through discussion at our Parents and Citizens (P&C) meetings. The school participated in External Validation and had an extensive review of practices, products and processes against the School Excellence Framework to determine future directions. Staff have also worked through a number of professional learning sessions. Teachers also completed the online survey, – Tell Them From Me 'Focus On Learning' teacher survey in 2018. All ideas, proposals and innovations suggested by teachers or results found through our professional learning and survey work have been considered and incorporated into our plan where appropriate. Coal Point Public School students have shared their ideas and visions for our school through participating in a well being survey, completion of a student checklist regarding visible learning Year 3–6 and a K–6 Homework survey focusing on well being, school initiatives and extra-curricula activities. Students were asked to share their visions for Literacy, Numeracy, KLA's, Technology, Student Opportunities and Community Engagement. All ideas, responses and suggestions were considered and added to our School Plan where appropriate. Parents and Caregivers have participated in the writing of our plan through discussion at P&C meetings, parent forum, and surveys.

Aboriginal Education Consultative Group (AECG) consultation has been sought by attendance at our local AECG meeting.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

There is a strong focus within our school for young people to develop excellent skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

There is a strong focus on teachers demonstrating personal responsibility for improving their teaching practice. Student learning is underpinned by quality teaching through high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, and take shared responsibility for student improvement.

STRATEGIC DIRECTION 3 Excellence in Leading

Purpose:

There is a strong focus on effective leadership throughout the whole school, fostering a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Strategic Direction 1: Excellence in Learning

Purpose	People	Processes	Practices and Products
<p>There is a strong focus within our school for young people to develop excellent skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.</p>	<p>Students</p> <p>Students engage in self-assessment and become active in developing their learning.</p> <p>Staff</p> <p>Teachers have consistent, evidence-based judgements and moderation of assessments.</p> <p>Leaders</p> <p>The school executive adopt a coordinated approach where there is an expectation of improvement in literacy and numeracy standards across the school.</p> <p>Parents/Carers</p> <p>Parents and Carers support the staff to provide excellence in teaching and learning.</p>	<p>School-wide approach to quality teaching, curriculum planning and delivery and assessment to are used to monitor, plan and report on student learning. Reporting is clear, timely and accurate.</p> <p>All students consistently perform at high levels on external and internal school performance measures.</p> <p>Evaluation Plan</p> <p>To monitor progress towards achieving improvement measures. We will:</p> <ul style="list-style-type: none"> * work collaboratively to assess, analyse, monitor and refine, using Consistent Teacher Judgement, our teaching and learning programs to identify student learning needs and achievement * Reflect and report on the impact of planned activities identified in milestones. *Analyse TTFM and personal goals. * Charting and mapping against the SEF. 	<p>Practices</p> <p>Explicit processes to collect, analyse and report specific internal and external student and school performance data.</p> <p>Teaching and learning programs clearly describe expected student progression, differentiated curriculum and assessment measures. Students are aware of assessment criteria, have opportunities to receive feedback and can articulate their learning and where to next for continuous improvement.</p> <p>Products</p> <p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning and create positive, respectful relationships.</p> <p>Teaching and learning programs are collaborative, adjusted to address individual student needs.</p> <p>The school uses a centralised system for analysing and reporting data on student and school performance.</p> <p>At least 45% of students achieve in the top two bands for NAPLAN (reading, writing and numeracy).</p> <p>School data shows that student progress and achievement is greater than students at statistically similar schools .</p>
Improvement Measures			
Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN targets for expected growth			
100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums (progressions)			
100% of students demonstrate personal learning growth as measured by school identified assessment.			

Strategic Direction 2: Excellence in Teaching

Purpose

There is a strong focus on teachers demonstrating personal responsibility for improving their teaching practice. Student learning is underpinned by quality teaching through high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, and take shared responsibility for student improvement.

Improvement Measures

All classrooms demonstrate the use of future-focused, explicit and effective evidence-based teaching strategies.

100% of students create, strengthen and actively engage in social, emotional and academic learning opportunities.

All students feel valued and supported within the school as measured by Tell Them from Me Survey, Irving Scale, Wellbeing survey.

People

Students

Reflect on their learning and capabilities to develop academic, social and emotional goals.

Staff

Staff will engage students in critically analysing their own learning to set personal learning goals.

Staff will engage with professional learning to develop and implement their understanding of future-focused teaching practices, and increase their technological capability.

Staff will collectively analyse student performance data to collegially develop engaging learning programs.

Leaders

The school executives establish a learning community that is focused on continuous improvement to teaching practice, through reflection and analysis of student performance data.

The executive staff will regularly review and monitor teaching and learning programs to ensure accommodations and adjustments are evident.

Community Partners

The school will work closely with the LMG to plan and implement combined professional development opportunities.

Processes

Teachers use information about individual students' capabilities and needs through data collection to plan for students' learning. Students engage in rich learning experiences and enhance their goal setting capabilities.

Teachers draw on research to develop and implement future-focused teaching and learning strategies. Professional learning is aligned with the school plan is future-focused and its impact is evaluated.

Evaluation Plan

To monitor progress towards achieving improvement measures. We will:

- * Complete collegial observations and sharing documentation, providing reflection and feedback.
- * Regularly gather and analyse internal and external assessment data to improve teaching practice.
- * Monitor setting of individual goals and student achievement towards their learning goals.
- * Complete TTFM surveys, Peer support reflection surveys, Irving scale and wellbeing surveys. Analysing data to improve social and emotional wellbeing programs.
- * Charting and mapping against the SEF.

Practices and Products

Practices

Formal mentoring and coaching for beginning teachers and support of the collegial sharing of practice by school executive.

Stage meetings and TPL focused on the analysis of external and internal data, and share how to use data to inform practice within classrooms with colleagues.

Teachers support students in setting learning goals based on student data.

Products

All programs are collaboratively designed, based on progress and achievement data. Accommodations and adjustments support students across the range of abilities. Student feedback is elicited by teachers to inform teaching.

Evidenced Based teaching methods are identified, promoted and modeled, and students learning improvement is monitored, demonstrating growth.

Learning goals for students are informed by analysis of internal and external student progress and achievement data.

The leadership team supports and drives an explicit system that facilitates professional dialogue, collaboration, classroom observations and modelling of effective practices.

The school has a high performing teaching staff measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Strategic Direction 3: Excellence in Leading

Purpose

There is a strong focus on effective leadership throughout the whole school, fostering a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

100% of staff are collegially working together on successful completion of PDP goals, building capacity through Accreditation Pathways and leading whole school initiatives.

Improvement in the Four Dimensions of Classroom and School practices. demonstrated by the "Focus on Learning" teacher survey.

People

Staff

Staff will proactively seek to improve their performance through self reflection and professional development.

Leaders

Leaders use feedback and reflection from all stakeholders to promote and generate learning and innovation.

School executive support staff in the high expectations for student wellbeing and behaviour.

Parents/Carers

Parents provide feedback through surveys about the school's future focused learning initiatives.

Processes

The principal and executive team model instructional leadership through the support of a culture of high expectations, collegiality and community engagement.

The school plan and the strategic use of resources is effectively implemented and at the core of continuous improvement measures and improved student outcomes across the school.

Administrative systems, structures and processes underpin the improvement and professional effectiveness across the school.

Evaluation Plan

To monitor progress towards achieving improvement measures. We will :

- * engage with staff (including SASS) from others schools to participate and review quality approaches to teaching and learning, and school administration.

- * Effectiveness of PDP and classroom observation timeline and feedback on the processes implemented.

- * Tell Them From Me Survey– Parent, Staff and Student.

- * Maintenance and achievement of all staff at proficient.

- * Charting and mapping against the SEF.

Practices and Products

Practices

The leadership team develops processes to collaboratively support and review teaching practices. Performance development is continually monitored and the school addresses feedback on school performance from staff, students, parents and the broader school community.

Flexible use of physical learning spaces to meet a broad range of student's needs and learning interests.

Streamlined, flexible processes are in place to deliver services and information to support parental engagement and satisfaction. This is measured by the leadership team analysing the school community responses.

Products

The leadership team maintains a focus on continuous improvements of teaching and learning, effective, evidence-based teaching with a clear focus on student progress and achievement.

The leadership team deploys teaching and non-teaching staff to make best use of expertise to meet the needs of all students. Using data to evaluate the effectiveness and create a culture of shared accountability, while optimising the use of the physical environment to maximise learning.

Practices and processes are responsive to feedback from the school community, where there is a whole school approach to improving parent and/or student experience.